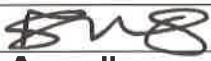




**THE  
LONG EATON  
SCHOOL**

# Admissions Policy

<b>Date Drafted:</b>	January 2019
<b>Date Approved by Governors:</b>	13/2/19
<b>Signed:</b>	
<b>Review Frequency:</b>	Annually
<b>To be Reviewed By:</b>	Headteacher



The  
**Northworthy**  
Trust

The Long Eaton School is an 11-18 mixed comprehensive Academy which is one of two secondary schools in the town of Long Eaton. We are a Specialist College for Science and Applied Learning but do not have any requirement for aptitude from prospective students.

The main principle of admission The Long Eaton School is to maintain the character of the school as a comprehensive school, providing for the needs of young persons within the 11 - 18 age range, who live in Long Eaton and the surrounding areas defined below. There is no guarantee of a place for children living in our normal area.

Admission to our school is not dependent on any 'voluntary' contribution.

The school will endeavour to provide places for students who live outside the "normal area", whose parents wish them to attend The Long Eaton School, provided that they can be accommodated within the admission limits.

Students will be admitted at the age of 11+ **without** reference to ability or aptitude using the criteria below. The admission number for September 2020 will be 210 for Years 7 to 11 and 100 for the Sixth Form.

If the number of applications exceeds the number of available places, those places will be allocated using the Oversubscription Criteria set out below.

The school participates in the Local Authority co-ordinated scheme and all deadlines within that should be adhered to by applicants.

As required by the relevant Regulations the school will give top priority to applications on behalf of children who are currently, or have ever been, in public care (looked after children).

Children with Education and Healthcare Plans naming the school will also be admitted. The school's response to Education and Healthcare Plans which name the school's Enhanced Resource for students with ASD will be made in accordance with the criteria published in appendix 1.

## **Section 2 – Definitions and Details**

### **Our normal area**

Our normal area includes a defined portion of the town of Long Eaton, Sawley and Shardlow. A map of this area is included as appendix 2.

### **Oversubscription Criteria**

Subject to the school having the physical capacity to admit additional students, the admission criteria to be used in determining preferences in the event of over-subscription are applied in order as follows:

1. Children with Education and Healthcare Plans
2. Looked After Children and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
3. Children living in the normal area served by the school (a map of this area is available to view at school by prior arrangement with the school office).
4. Children who live outside the normal area but who, at the time of admission will have a brother or sister attending the school. Preference will first be given to applicants who live nearest to the school.
5. Thereafter consideration will be given to other applicants who live outside the normal area. Preference will first be given to applicants who live nearest to the school.

These criteria apply for admissions into Years 7 to 11 and into the Sixth Form.

### **General**

- i) "Living in the normal area" is defined as the child having full-time residence in a property which is the child's only or main residence. Documentary evidence including proof of actual permanent residency at the property may be required. Please note that where the school has reasonable grounds for believing that the home address is not the child's only or main residence it reserves the right to carry out investigations which may include visits to the property.
- ii) The home to school distance is determined via a straight line route. This measurement is taken from the postal address file, normally the house front door. For schools the grid reference is taken from the nearest gate or entrance to the school.

- iii) In the event that applicants' registered addresses are within the same block of flats or apartments the main front door to the block will be used in point ii) with priority then determined on a floor by floor basis, with addresses on lower floors taking priority. The allocation of a final places or places to any pupils living on the same floor will be decided by random allocation.
- iv) When considering allocation of places The Governing Body will only consider applicants' current permanent place of residence and disregard any intention to move to another address.
- v) Where a child lives at different addresses as a result of parents enjoying shared responsibility then the address at which the child wakes up the most during the school week (Sunday night to Thursday night inclusive) will be used for the purpose of determining an application for admission to the school.
- vi) Criterion 4 includes: step brother/sister; adopted brother or sister; an existing student living at the same address where one or more of the parents is common to the applicant.
- vii) Under criterion 4 the brother or sister still be on roll at the school within years 7 to 13 at the point the applicant takes up his/her place.
- viii) Where the school is oversubscribed for admission into Year 7 at the general admission round a waiting list will be maintained for the remainder of the academic year. If places become available during this time these will be offered to those applicants on the waiting list based on the criteria specified above.
- ix) Academic criteria are applied for enrolment onto specific courses in the Sixth Form and these are published annually in the School's Sixth Form prospectus pack.

### **In Year Admissions**

Admissions for all other year groups will be processed direct by the Academy in accordance with this policy. Applicants will need to obtain an application form from the Academy.

### **Waiting List**

The school operates a waiting list for all year groups. The placement of students on a waiting list will be determined by the oversubscription criteria identified in 1) to 4) above. In the event that more than one child satisfying criterion 2) is on the waiting list for the same year group, any place becoming available will be allocated by random allocation.

### **Appeals**

If you are not offered a place at our school you have the right to appeal to an independent panel. Appeal papers will normally be sent out with offer letters, detailing the process, to all those parents who were offered a school lower on their preference list than The Long Eaton School.

The Local Government Ombudsman can investigate written complaints about maladministration on the part of a panel hearing appeals. The investigations cover issues such as a failure to follow correct procedures or a failure to act independently and fairly, rather than complaints where a person simply feels that the decision taken is wrong. A leaflet is obtainable from:

Commission for Local Administration in England, 10<sup>th</sup> Floor, Millbank Tower, Millbank, London SW1P 4QP or telephone 0845 6021983.



Appendix 1 – Criteria for response to proposed Education and Healthcare Plan in which the Enhanced Resource Centre for ASD at The Long Eaton School is named as a specific setting.

The Enhanced Resource Centre for ASD (“the ARC”) at The Long Eaton School is a provision designed to cater for students with an identified Autistic Spectrum Disorder (ASD) whose needs require more than supported inclusion in a mainstream classroom but are not so severe as to require full time special school placement with no possibility of inclusion.

All admissions to the ERC will be through an Education and Healthcare Plan and will be considered in light of a student’s individual needs. However when considering the suitability of the ARC to meet a student’s needs, the following criteria will be taken into account. Usually a student will need to meet all of criteria 1-7 and at least one of criteria 8-13.

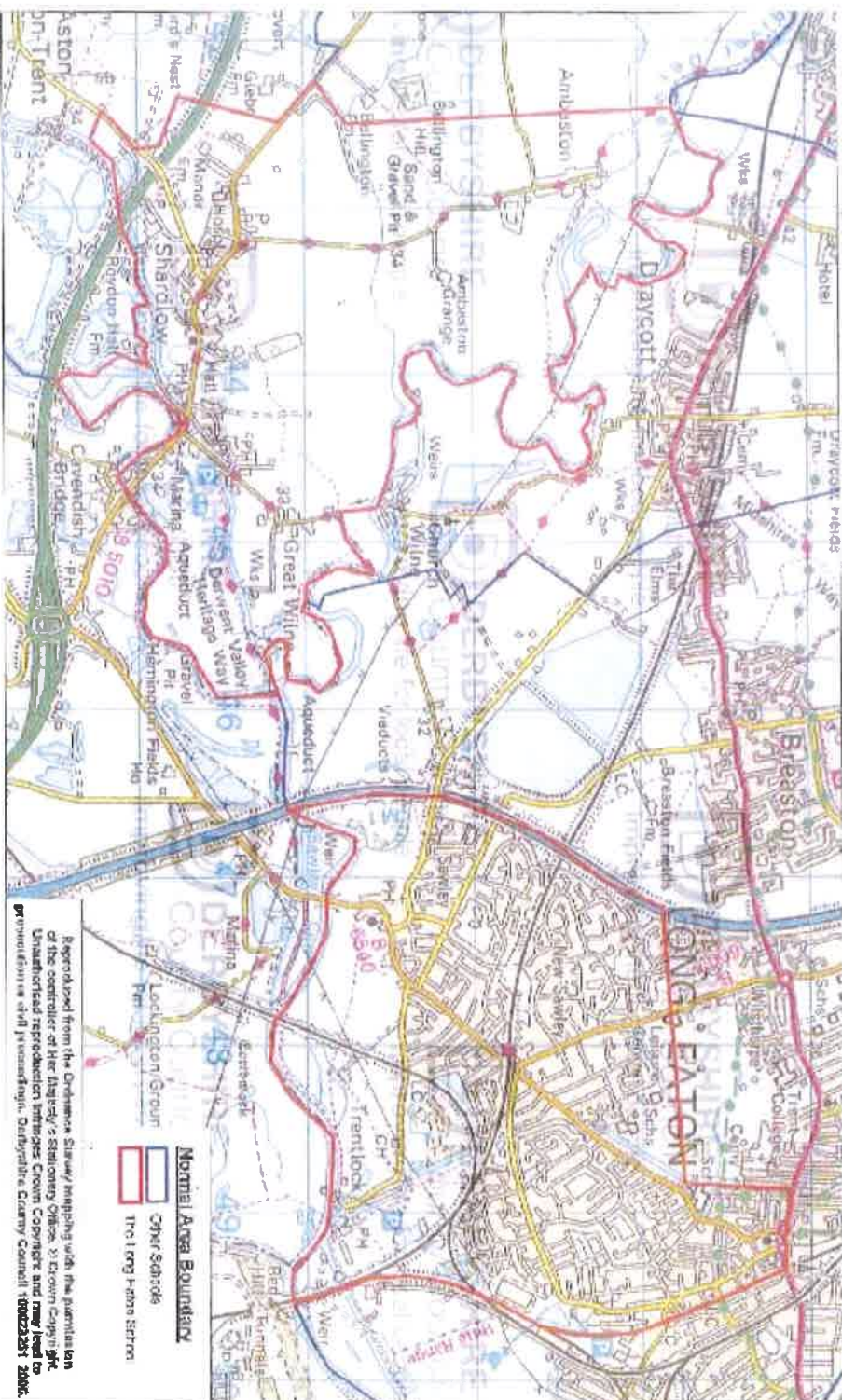
- 1) Aged between 11 and 15 on September 1<sup>st</sup> in the academic year of admission
- 2) Education and Healthcare Plan
- 3) Diagnosed as ASD (by a psychologist or doctor)
- 4) Cognitive ability levels that allow the student to access the mainstream curriculum at Key Stage 3 and 4.
- 5) The ability to respond to ordinary communication systems
- 6) Patterns of behaviour that show evidence of social awareness (for example, without instances of uncontrolled pica, overt sexual behaviour or obsessional behaviour that disables learning)
- 7) Patterns of behaviour that do not result in a need for restraint or restrictive premises
- 8) The student regularly exhibits anxiety levels such that they become too upset to cope in a mainstream classroom and need a safe place to recover. This could include, for example, being upset by class laughter or high levels of ambient noise such that even when support by a Teaching Assistant they regularly have to leave the classroom.
- 9) Specific, but not general, areas of difficulty that fall below the level usual in a mainstream school. For example, normal ability but comprehension skills such that tuition or supported tuition in a mainstream classroom still presents significant conceptual difficulties that inhibit progress.
- 10) Inability to cope with certain curricular areas such that the student cannot remain in the room despite support. This could include, for example, music because of the high levels of noise or drama because of the lack of structure.
- 11) The requirement for a curriculum taught in a different way, such as the requirement for additional teaching within the ARC from mainstream teachers in special subject areas to augment classroom tuition.

## Appendix 1

12) Specific interventions required that could not be undertaken in a mainstream classroom. This might include direct, regular teaching of social behaviour.

13) Patterns of behaviour that would regularly disrupt a mainstream classroom and require the student to leave the room intermittently, such as distress or coping behaviours that disrupt teaching.

## The Long Eaton School Normal Area



### Disclaimer:

The maps showing normal areas of schools maintained by Derbyshire County Council have been based on information provided by Derbyshire's School Search Team. The maps give a reasonably accurate outline of a school's normal area and may be used as a general guide only. They are not definitive maps of school normal areas and accuracy cannot be guaranteed. This map provides a guide to the school normal area on 1st September 2006.